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ABSTRACT

Using the latest research theories, this elementary school curriculum guide was prepared for kindergarten through grade 6 by the teaching staff and curriculum office of the Mehlville (Missouri) School District for teachers of language arts. Methods of instruction included in the guide are language experience approach, writing process, and cross-curriculum writing. Teaching objectives are stated in sequential order, and instructions are given as to when they should be introduced, reinforced, and mastered. The guide also includes suggested activities and procedures to teach many of the objectives, a statement of philosophy and goals, a section that details writing methodology for teachers, and a list of pertinent references. (CRH)

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LANGUAGE ARTS THROUGH LANGUAGE EXPERIENCE

Speech and Drama

Writing

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Mehlville School District
Elementary Curriculum Guide

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CS208 368

LANGUAGE ARTS THROUGH LANGUAGE EXPERIENCE: AN ELEMENTARY CURRICULUM GUIDE

Developed by the teaching staff and Curriculum Office of the MEHLVILLE SCHOOL DISTRICT

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PHILOSOPHY

Children do not learn language as an abstract system, but as something they can use and understand through interaction with their world. For this reason, the Mehlville School District has chosen a language-experience approach for the elementary Language Arts program.

In a language-experience approach to instruction, teachers provide rich experiences through which children can use language directly and immediately for personal purposes or projects. Thus, a language-experience approach is both child and language centered. It draws on the skills and abilities that the child brings to the classroom from home. It defines the classroom as a workshop, a learning environment promoting interaction and providing choices. Balancing discipline and creativity, the teacher in the language-experience classroom is alert to all social situations that allow children to express themselves in reading, writing, and discussion.

Consequently, language arts should be integrated into all subject areas. Language must be meaningfully used throughout the school day. This does not mean there should not be a specific time for practicing language skills. It does mean, however, that the purposeful use of those skills can be provided, often most powerfully, outside the language arts class and in the service of other subject areas.

The Language Arts through Language Experience Guide defines the place of writing within the elementary program. Other guides are planned developing strands on children's literature and oral communication skills. A district Spelling Guide with Dictionary Skills and a Guide to Reading Skills complement the program, encompassing a total Language Arts experience.

GOALS OF THE LANGUAGE ARTS PROGRAM

IN THE

MEHLVILLE SCHOOL DISTRICT

Upon completion of the elementary Language Arts program (1-6), Mehlville students will have developed the following writing competencies:

1. Know that writing is speech written down, learned and improved through use;
2. Develop basic attitudes, habits, and skills essential to success in writing;
3. Write freely and comfortably, reflecting self-confidence in composing;
4. Use writing as a tool for exploring, clarifying, and organizing their own thoughts;
5. Share writing with peers and later communicate to larger, more diverse and remote audiences;
6. Make writing effective, understandable, and enjoyable to others;
7. Take pride in the quality of their work;
8. Compose expressive, persuasive, and expository pieces of writing;
9. Internalize the language patterns of literary models;
10. Find pleasure in the playfulness of language;
11. Use correct grammar, usage, and punctuation as part of a continuing process to improve written communication;
12. Utilize writing as an essential part of every content area;

13. Locate and transpose researched information, incorporating it appropriately into their own work;

14. Develop constant and consistent habits of revising, proofreading, and editing their own work;

15. Produce final products that are neat and legible;

16. Use grammar terminology to talk about writing.

WRITING METHODOLOGY FOR TEACHERS

Effective writing instruction . . . should help students see that writing is far more than producing finished products, that drafting is not revising, that the writer does not always have to worry about neat handwriting, spelling, and punctuation. . . . composition is a process of growth and development, beginning in creativity and playfulness and moving toward discipline and craftsmanship.

--Richard Gebhardt, Language Arts
(September 1977)

Children learn writing by writing. They need many opportunities to write. Abundant, purposeful practice insures effective written expression. Writing is a process rather than a product. It involves creative and critical thinking at every stage. Teachers can effectively teach to the stages--prewriting, composing, revision, and editorial proofreading--through which a piece of writing develops.

The following section defines the stages of the writing process and provides methodology for teachers in guiding children's writing:

PREWRITING. Prewriting is the initial stage of the writing process in which the child explores ideas for writing. This stage is important because it is the time the child makes new connections, finds approaches, draws on past experiences, and reflects on his innermost thoughts. It can often be a group activity directed by the teacher.

Teachers can facilitate the prewriting stage through a number of activities:

1. By using a talk-write approach. Talking is often one of the best ways to help children who have no ideas about what to write. Time is well taken to relive an experience--a field trip, a movie, a science project--before commiting it to writing. Talking creates a "comfort zone," reducing fear and motivating students to become eager and willing participants in their own writing process.

2. By setting up sensory experiences. Teachers can stimulate writing by utilizing the senses such as having children listen to outside sounds or recordings, and then describing what they hear. Or blindfold a student and ask her to identify objects by taste or touch. Or ask students to describe an object or person from observation.

3. By exploring the richness of language. Students can be encouraged to experiment and play with language through riddles, rhymes, puns, and jokes. They can develop personal word banks. Or they can compile specialized dictionaries such as their own thesaurus for overused words.

4. By using literary models. The language of literature influences young authors to anchor new rhythms in their ears which become lifelong, useful language patterns. These learned language patterns permit children to say things in a new way.

5. By doing warm-up exercises as free writing. Classes can do round-robin writing. They might take short, autobiographical trips down memory lane. Or they might write to discover what the group already knows about a subject in history or geography or science before a unit is formally taught.

6. By using dramatization as a prelude to writing. Students can be encouraged to assume a role to interpret and develop a character's personality and feelings. Such role playing situations bring students to a deeper understanding of a character's motivations, thus enriching the writing experience.

7. By providing raw material for writing. Teachers can design charts of given information from various content areas for students to transpose into formal writing. They can also have students construct cognitive maps, graphic representations of key words or structures, to generate plots or to illustrate relationships. Older children can organize through formal outlines.

COMPOSING. The intermediate stage of the writing process is composing from first draft to the final paper.

Some pieces of writing are only first drafts. The purpose of this writing is not perfection but expression. This writing serves as a medium for students to organize their thoughts. This category might include such pieces as journal reactions or diary entries, short writing to explore a new subject, or ten-minute summaries to reinforce a lesson.

Other pieces of writing, going through both first drafts and final revisions, serve as formal lessons in composition. In first drafts students strive to capture ideas on paper. Teachers should realize that writing in first drafts may be messy. Misspellings and crossouts may occur. Ideas may be incomplete. The purpose of the first draft is fluency, a large body of content on paper.

In turn, the final draft should be neat and polished. It should represent the best work a child can produce.

REVISION. Revision means literally "seeing again." It is a major stage, intervening between the first draft and the final product. In many ways revision is the most difficult part of the writing process to teach. It requires getting students to substantially reshape their writing.

The following strategies are ways to help children to rethink their content:

1. By focusing on the good qualities of papers. A ditto of wording that works well from children's first drafts can be shared with the class. Choose examples of lively writing: (a) images, "My mom was mad as a dragon"; (b) description, "My mut Rex is brown and black"; (c) alliteration, "My sister got to play with her puppy Patches"; (d) surprize wording, "I wound up my friend's dog"; (e) rhythms, "My bike went bimity bumpity, bimpity bumpity, boom."

2. By using peer groups to share writing. Sharing papers provides peer models. Children learn from hearing how other students have approached an assignment. They get a sense of their effort in comparison with the papers of their peers.

3. By having students read their own papers aloud in peer groups. If students pass and read first drafts silently, they focus on grammatical errors. Reading papers aloud shifts the focus to ideas, the conceptual content of the paper.

4. By asking children to elaborate. Simple questions and statements--What kind of flower was it? I'd like to know who was at your party. Did your rabbit have a name?--can encourage children to elaborate with specific details and expand their papers.

5. By varying the peer group task. Peer groups should always have a specific task. One day it might be to select the best paper in the group which will be read aloud by the teacher.

Another day it might be to respond in writing to guided questions from the teacher about a peer partner's work.

6. By using written responses for revision. Teachers can give a series of statements for students to answer about a partner's paper such as the following examples:

   (1) Say the main idea of the writing in one sentence.
   (2) Say the main idea of the writing in one word.
   (3) Does the title tell what the paper is about? What would you title the paper?
   (4) Without looking back, write any words or phrases that you remember that the writer used.
   (5) Draw a straight line underneath words or phrases that please you; draw a wiggly line in the same way for parts that do not work or bother you in some way.
   (6) Make a list of the best verbs in the paper.
   (7) What color is the composition? What animal is the paper?
   (8) What would you use as a background song if this paper were changed into a movie?
   (9) Where do you think the paper is going? What will happen next?
   (10) Summarize the writing: give your understanding of what it says or what happened. Pretend you are telling a friend what the piece said.

EDITORIAL PROOFREADING. The last stage in the writing process is proofreading so that a paper is error free for the reader. Students should distinguish between tasks: (1) writing and (2) editorial correction. They should understand that the job of an editor is to polish a piece of writing so that it is ready for display or publication.

Teachers can teach children editorial polishing through the following suggested activities:

1. By modeling the polishing process on an overhead projector. A paper can be editorially corrected as a class activity. Students can participate in identifying errors.

2. By teaching an error a day. One sentence containing an error from writing can be placed on the board and discussed each day with the class.

3. By establishing a list of proofreading symbols. Proofreading is facilitated if students have a list of standard symbols with which to work.

4. By setting up editorial committees. Divide children into editorial groups: for example, the End Mark Committee, the Capital Committee, the Spelling Committee, the Sentence-Combining Committee. Students can take their papers to these groups for final polishing.

5. By concentrating on specific errors. A list of specific errors found in students' first drafts can be drawn up and discussed in the editorial stage. Also, a grammar lesson explaining a particular error might be taught at this time.

6. By making up exercises of errors in writing to be proofread by the class. Students need practice in identifying basic errors. Exercises in recognizing basic errors can be constructed toward this end.

7. By making silent corrections. When children are to rewrite their work, teachers can help by supplying correct spellings, punctuation, or usage forms. Recopying an error only reinforces it.

8. By concentrating on a few errors in each paper. Overcorrection can discourage young writers. Teachers should call special attention to a few specific errors--use of indentation, capitals for geographic names, apostrophies for possession, fragments for sentence combining--in a paper. A list of three strengths and three weaknesses might be listed at the end of a piece of writing.

9. By having students turn in both first drafts and final copies.

CHILDREN SHOULD NEVER GRADE EACH OTHER'S PAPERS. A GRADE IS THE RESPONSIBILITY OF THE TEACHER.

INSTRUCTIONAL OBJECTIVES FOR STUDENTS

This section defines Language Arts skills for grades 1 through 6. The skills are listed at the grade level at which they are introduced. The teacher begins to refer to these skills--though not always by name--but does not expect the student to apply the skill consistently in independent work. Reinforced assumes that teachers in intervening grades will continue to provide practice in skills. Mastery is defined as consistent and correct application of a skill by average and above average students in their work. The Guide indicates grade levels by which basic skills should be mastered.

Strands of skills in this section follow the writing process. They require two different teaching tasks: (1) instruction in writing and (2) instruction in editorial polishing.

WRITING INSTRUCTION. Prewriting skills focus on invention and organization of a piece of writing. Composing skills cover word choices, sentence structure, and writing tasks. The writing tasks are presented as suggested assignments and are not meant to be restrictive.

EDITORIAL INSTRUCTION. Editorial skills include mechanics, usage, grammar, and handwriting. The Guide makes an important distinction between grammar and usage. Grammar is defined as the abstract theory of language. It is terminology, definitions, and classifications. Usage, on the other hand, is applied grammar, language as practically used in speaking and writing. Emphasis in the elementary classroom should be placed on usage rather than grammar theory. The aim of this emphasis is to establish habits of standard English early in children's lives.

In regard to skills instruction, this Guide follows the prescription of the Missouri Department of Elementary and Secondary Education in A Writing Guide for Missouri Schools K-12: "If the focus of instruction is on identifying and labeling parts of speech rather than on composing, that is what students will learn. Students do not learn composing skills by correcting errors in workbook sentences, taking grammar tests, diagramming sentences, recopying, filling-in-the-blanks, or outlining. Students learn to write by writing" (p. 9).

GRADE 1 OBJECTIVES

	Introduced	Reinforced	Mastered
PREWRITING SKILLS			
The student will			
1. Relate events in own words,	1	1	1
2. Do oral storytelling for the group,	1	2	3
3. Build a class experience chart,	K	1	1
4. Dictate stories for copying.	K	1	1
COMPOSING SKILLS: WORD CHOICE			
The student will			
1. Use rhyming words,	K		3
2. Use color words,	K	1	1
3. Develop a personal writing vocabulary.	1		6
COMPOSING SKILLS: SENTENCE STRUCTURE			
The student will			
1. Construct a simple sentence,	1	1	1
2. Construct a simple question.	1	2	2
COMPOSING SKILLS: SUGGESTED WRITING TASKS			
The student will			
1. Make lists to categorize,	1	2	2
2. Put together four or five sentences into a story,	1	2	2
3. Write in logical sequence,	1	2	2
4. Write a class poem (string-of-things lists or rhyming jingles),	1	2	2
5. Write comic strip bubbles,	1	2	2
6. Create captions for pictures,	1		6
7. Write a class shared experience.	1		6

	Introduced	Reinforced	Mastered
EDITORIAL SKILLS: MECHANICS			
The student will			
1. Use periods;	1	1	1
2. Use question marks;	1	2	2
3. Recognize an exclamation point, a comma, and a hyphen;	1	2	2
4. Recognize that quotation marks should be used for conversation;	1	2	2
5. Capitalize the first word in a sentence;	1	1	1
6. Capitalize the word I;	1	1	1
7. Capitalize the names of people;	1	1	1
8. Capitalize the names of places;	1	2	2
9. Capitalize the days and months.	1	2	2
EDITORIAL SKILLS: USAGE			
The student will			
1. Know singulars and plurals;	1	1	1
2. Recognize ed endings for the past tense of verbs;	1	2	2
3. Distinguish among to, two, and too.	1		4
SUPPORTING GRAMMAR SKILLS			
The student will			
1. Recognize "naming" words and "action" words (nouns and verbs);	1	2	3
2. Recognize inflectional endings ed, er, ing, and s;	1	2	2
3. Differentiate between a sentence and a sentence fragment.	1		6

HANDWRITING SKILLS

The student will

	Introduced	Reinforced	Mastered
1. Write with correct manuscript and numbe formation;	1	1	1
2. Use correct position of paper and pencil;	1	1	1
3. Assume correct posture for writing;	1	1	1
4. Use a head line, mid line, and base line;	1	1	1
5. Space letters and words;	1	1	1
6. Use correct direction of strokes.	1	1	1

GRADE 2 OBJECTIVES

	Introduced	Reinforced	Mastered
PREWRITING SKILLS			
The student will			
1. Retell events in sequence,	2		5
2. Brainstorm ideas for writing.	2		6
COMPOSING SKILLS: WORD CHOICE			
The student will			
1. Use descriptive words and phrases,	2		6
2. Use interjections.	2		3
COMPOSING SKILLS: SENTENCE STRUCTURE			
The student will			
1. Expand sentences with phrases;	2	3	4
2. Join words and sentences with simple conjunctions (and, or, nor, for, but);	2	3	4
3. Convert interrogative sentences to declarative statements;	2		6
4. Write sentences with a series of at least three items.	2	3	4
COMPOSING SKILLS: SUGGESTED WRITING TASKS			
The student will			
1. Compose titles for pieces of writing;	2	2	2
2. Use alliteration;	2	2	3
3. Use sequential order to relate an event in writing;	2	2	2
4. Write a How To activity (recipe, instructions for a game, directions for assembling an object);	2		6
5. Write stories with beginnings, middles, and endings;	2	2	2
6. Write simple patterned poetry;	2	2	2
7. Begin writing book reports (main idea, character description, most exciting part).	2		6

	Introduced	Reinforced	Mastered
EDITORIAL SKILLS: MECHANICS			
The student will			
1. Use exclamation points,	2	2	3
2. Use commas in lists,	2	2	3
3. Use commas for direct address,	2		6
4. Use a comma to introduce dialogue,	2		6
5. Use quotation marks for dialogue,	2		6
6. Recognize paragraph indentation,	2	2	2
7. Capitalize important words in titles,	2	3	4
8. Capitalize holidays,	2	2	2
9. Use small letters for seasons,	2	3	4
10. Use a hyphen to syllabicate a word at the end of a line.	2		6
EDITORIAL SKILLS: USAGE			
The student will			
1. Name self last (Dan and I are friends);	2		6
2. Distinguish may for permission and can for ability;	2		6
3. Make simple subjects and simple predicates agree (correct use of is and are, was and were);	2		4
4. Use standard English rather than ain't;	2	2	2
5. Distinguish between here and hear;	2	2	2
6. Use correct irregular verb forms (see-saw-have seen, give-gave-have given, run-ran-have run, come-came-have come, say-said-have said).	2	2	2

	Introduced	Reinforced	Mastered
SUPPORTING GRAMMAR SKILLS			
The student will			
1. Identify interjections;	2	2	2
2. Categorize nouns, verbs, and adjectives;	2		4
3. Know a sentence has parts (subject and predicate).	2		3
HANDWRITING SKILLS			
The student will			
1. Perfect manuscript writing skill,	2	2	2
2. Use even pressure on all letters,	2	2	2
3. Erase neatly.	2	2	2

GRADE 3 OBJECTIVES

	Introduced	Reinforced	Mastered
PREWRITING SKILLS			
The student will			
1. Produce free writing,	3		6
2. Brainstorm inventory lists of topics and interests for fuller development.			
COMPOSING SKILLS: WORD CHOICE			
The student will			
1. Begin to use the thesaurus, a writer's dictionary;	3	6	
2. Choose from synonyms, antonyms, and homonyms;	3	6	
3. Use vivid verbs;	3	6	
4. Use multiple adjectives for exaggeration (a terrible, horrible, no good, very bad day);	3	6	
5. Coin new words by unexpected combinations;	3	6	
6. Use onomatopoeia, words that sound what they say.	3	6	
COMPOSING SKILLS: SENTENCE STRUCTURE			
The student will			
1. Write imperative sentences punctuated with periods or exclamation points,	3	3	3
2. Write expletives punctuated with periods or exclamation points,	3	4	5
3. Construct sentences using negatives.	3	4	4
COMPOSING SKILLS: SUGGESTED WRITING TASKS			
The student will			
1. Write a summarization;	3	6	
2. Gather information on a topic to report in own words;	3		6
3. Write riddles;	3	3	3

	Introduced	Reinforced	Mastered
4. Write complex stories;	3	6	
5. Write life experiences (facts and fantasies);	3	6	
6. Begin to use metaphors, similes, and personification;	3	6	
7. Write a postcard;	3	3	3
8. Write a simple friendly letter with correct parts;	3		6
9. Address envelopes correctly;	3	3	3
10. Write descriptive paragraphs of objects or persons;	3		6
11. Write narrative paragraphs with events in chronological order;	3		6
12. Transcribe oral speech (telephone messages);	3	4	5
13. Write a simple paragraph with a topic sentence and at least two supporting sentences;	3	3	3
14. Do round-robin writing;	3	6	
15. Write poetry (haiku).	3	6	
EDITORIAL SKILLS: MECHANICS			
The student will			
1. Use apostrophes for possession;	3	6	
2. Form contractions;	3	3	3
3. Use paragraph indentation;	3	4	6
4. Use commas correctly in letters;	3		6
5. Write abbreviations with capital letters and periods;	3		6
6. Use periods after initials (O. J. Simpson);	3	3	3
7. Capitalize three-word place names (Lemay Ferry Road, Jesse James Cave, Mehlville School District);	3		4
8. Capitalize Mom and Dad as proper names;	3		4

	Introduced	Reinforced	Mastered
9. Capitalize official titles as proper names (Judge Kramer, Officer Smith, Senator Kennedy, President Reagan);	3		4
10. Capitalize nicknames (Honest Abe, Wild Bill Hickock, Buffalo Bill Cody, Smokey the Bear);	3		4
11. Capitalize organizations (Boy Scouts, Sierra Club, United States Marines, Red Cross).	3		4
EDITORIAL SKILLS: USAGE			
The student will			
1. Distinguish a-an, this-that, their-there-they're, your-you're);	3	4	5
2. Form the plurals of irregular nouns (mouse-mice, deer-deer, goose-geese);	3	3	3
3. Form plurals correctly with s, es, and ies;	3	3	3
4. Make subjects and predicates agree;	3	6	
5. Use correct irregular verb forms (do-did-have done, eat-ate-have eaten, drink-drank-have drunk, fly-flew-have flown, get-got-have gotten, go-went-have gone, sink-sank-have sunk, know-knew-have known, swim-swam-have swum, take-took-have taken, bring-brought-have brought, catch-caught-have caught, throw-threw-have thrown, write-wrote-have written, sell-sold-have sold, buy-bought-have bought, tell-told-have told);	3	3	3
6. Tell present, past, and future time with verb signals (s, ed, shall and will).	3	6	
SUPPORTING GRAMMAR SKILLS			
The student will			
1. Know nouns, pronouns, verbs, adjectives, adverbs, and prepositions;	3	6	
2. Recognize a prepositional phrase;	3	4	5
3. Identify the simple subject and simple predicate of a sentence;	3	3	3
4. Identify the complete subject and complete predicate of a sentence.	3	3	3

HANDWRITING SKILLS

The student will

	Introduced	Reinforced	Mastered
1. Write with correct cursive letter formation;	3	3	3
2. Use correct position of paper and pencil for right handedness or left handedness;	3	3	3
3. Assume correct posture for cursive writing;	3	3	3
4. Use head line, mid line, and base line;	3	3	3
5. Space letters and words;	3	3	3
6. Use correct direction of strokes;	3	3	3
7. Use aesthetic margins.	3	3	3

GRADE 4 OBJECTIVES

	Introduced	Reinforced	Mastered
PREWRITING SKILLS			
The student will			
1. Describe the elements of a story,	4	6	
2. Map a story to organize ideas,	4	6	
3. Gather information through interviews,	4	6	
4. Distinguish between formal and informal writing situations.	4	6	
COMPOSING SKILLS: WORD CHOICE			
The student will			
1. Avoid the constant use of the same adjective (nice, good, pretty);	4	4	4
2. Eliminate the use of redundant words (and, very, then);	4	6	
3. Recognize and use idioms;	4	6	
4. Use alliteration, especially in poetry.	4	4	4
COMPOSING SKILLS: SENTENCE STRUCTURE			
The student will			
1. Expand modification of a base sentence (noun phrase and verb phrase);	4	6	
2. Add simple appositives to identify nouns;	4	4	4
3. Parallel the parts of a list (I like pizza, books, and soccer. I like eating pizza, reading books, and playing soccer. I like to eat pizza, to read books, and to play soccer).	4	4	4

	Introduced	Reinforced	Mastered
COMPOSING SKILLS: SUGGESTED WRITING TASKS			
The student will			
1. Sequence a number of events;	4	4	4
2. Write a full and well organized paragraph with a topic sentence and supporting parts;	4	4	4
3. Separate ideas of paragraphs with a new topic for each new paragraph;	4	6	
4. Write stories (folk tales or fairy tales);	4	6	
5. Write poetry (cinquain);	4	6	
6. Write business letters with correct form;	4	6	
7. Keep a journal;	4	6	
8. Develop the main elements of a story (setting, characters, plot, ending);	4	6	
9. Develop dialogue based on listening to conversation;	4	6	
10. Give and interpret directions;	4	6	
11. Use the encyclopedia for research.	4	6	
EDITORIAL SKILLS: MECHANICS			
The student will			
1. Prevent run-on sentences with proper punctuation;	4	6	
2. Use quotation marks and indentation to indicate a new speaker;	4	6	
3. Use commas to set off nonessential words and phrases;	4	6	
4. Use commas to set off yes and no;	4	4	4
5. Use commas to set off apposition;	4	4	4
6. Punctuate business letters correctly;	4	4	4
7. Use a comma to separate adjectives;	4	6	

	Introduced	Reinforced	Mastered
8. Capitalize geographic names and adjective derivatives (America-American, my French class);	4	4	5
9. Capitalize parts of the country and use a small letter for directions (the West, Drive west);	4	4	5
10. Use small letters for kinds or types (maple, zinnia, piranha, German shepherd, king cobra);	4		6
11. Capitalize nationalities (Indians, Eskimos).	4		5
EDITORIAL SKILLS: USAGE			
The student will			
1. Use subject and object pronouns correctly;	4	6	
2. Identify standard abbreviations;	4	6	
3. Form comparative and superlative degrees of regular adjectives and adverbs (pretty-prettier-prettiest, fast-faster-fastest);	4	5	6
4. Distinguish between are-our, then-than, its-it's, let-leave, who's-whose;	4	5	6
5. Use teach and learn correctly;	4	4	4
6. Avoid them as an adjective (them apples);	4	4	4
7. Replace too many pronouns forms with specific nouns;	4		6
8. Eliminate errors in verb phrases (could have, not could of);	4	4	4
9. Eliminate kind of and sort of verbiage in writing;	4	4	4
10. Use correct irregular verb forms (draw-drew-have drawn, drive-drove-have driven, fall-fell-have fallen, grow-grew-have grown, ride-rode-have ridden, ring-rang-have rung, sing-sang-have sung, swing-swang-have swung, begin-began-have begun, bite-bit-have bitten, break-broke-have broken).	4	4	4

	Introduced	Reinforced	Mastered
SUPPORTING GRAMMAR SKILLS			
The student will			
1. Memorize personal subject and object pronouns (I, you, he, she, it, we, they and me, you, him, her, it, us, them);	4	4	4
2. Identify the functional use of the parts of speech (nouns as subjects and objects, verbs as predicates, conjunctions as connections);	4	5	6
3. Understand the principle of modification (adjective additions to nouns and adverb additions to verbs);	4	5	6
4. Understand the principle of compounding (words, phrases, and sentences);	4	5	6
5. Identify the understood subject you in imperative sentences;	4	4	4
6. Identify helping verbs.	4	5	6
HANDWRITING SKILLS			
The student will			
1. Write in cursive with legibility;	4	4	4
2. Write in cursive with reasonable speed;	4	4	4
3. Write all cursive letters with proper shape, slant, and direction;	4	4	4
4. Adjust writing to narrow lined paper;	4	4	4
5. Exhibit neatness in handwriting.	4	4	4

GRADE 5 OBJECTIVES

	Introduced	Reinforced	Mastered
PREWRITING SKILLS			
The student will			
1. Write observations of what one sees and hears,	5	6	
2. Look at objects or situations from different and creative viewpoints,	5	6	
3. Construct a simple outline,	5		6
4. Take notes from an oral presentation,	5	6	
5. Narrow a subject.	5	6	
COMPOSING SKILLS: WORD CHOICE			
The student will			
1. Exchange general words for specific words (dog-beagle, tree-oak);	5	6	
2. Expand the use of the thesaurus;	5	6	
3. Increase the use of alliteration (titles, news headlines, commercials);	5	5	5
4. Identify the emotional tone of words (talk-chatter-gab, full figured-overweight-fat).	5	6	
COMPOSING SKILLS: SENTENCE STRUCTURE			
The student will			
1. Write sentences using interrupters (however, therefore, moreover);	5	6	
2. Build sentences with conjunction pairs (both-and, either-or, neither-nor, not only-but also);	5	6	
3. Combine sentences using subordinate conjunctions (if, when, because, since, while);	5	6	
4. Build sentences using main clauses and subordinate clauses;	5	6	

	Introduced	Reinforced	Mastered
5. Place subordinate clauses at the beginning of sentences and at the end of sentences;	5		6
6. Embed relative clauses (who, whom, which, that, whose).	5	6	
COMPOSING SKILLS: SUGGESTED WRITING TASKS			
The student will			
1. Establish and maintain one main thesis throughout successive paragraphs (a short essay);	5	6	
2. Structure from general to particular;	5	6	
3. Take notes and paraphrase as opposed to copying from books;	5	6	
4. Pick out main ideas to be concisely presented in outlines, book reports, or subject area reports;	5	6	
5. Organize notes into paragraph form;	5	6	
6. Report and/or record researched information;	5	6	
7. List sources of information correctly;	5	6	
8. Write from first and third person points of view;	5	6	
9. Develop autobiographical pieces (family trees, customs, heritage);	5	6	
10. Assume the point of view of characters placed in a historical or fantasy setting;	5	6	
11. Write persuasive advertising;	5	6	
12. Write letters to the editor with strong points of view (What a dastardly deed you committed, revealing the outcome of the Return of the Jedi before its release!);	5	6	
13. Fill out simple forms;	5	5	5
14. Write a How To paragraph with numerical transitions (First,_____. Second,_____. Third,_____.)	5	5	5
15. Write poetry (diamantes, limericks).	5	5	5

	Introduced	Reinforced	Mastered
EDITORIAL SKILLS: MECHANICS			
The student will			
1. Use apostrophes for possession with words that are plural (boys' camp, children's show);	5	6	
2. Use commas to set off interrupters;	5	5	5
3. Use a comma to set off an introductory phrase or clause;	5	6	
4. Use commas to set off nonessential relative clauses;	5	6	
5. Place punctuation properly with quotation marks;	5	6	
6. Use hyphens for certain nouns and adjectives (mother-in-law, green-eyed monster);	5	6	
7. Use hyphens for compound numbers;	5	5	5
8. Underline the titles of long works in sentences (books or movies);	5	5	5
9. Quote the titles of short works in sentences (poems, songs, short stories);	5	5	5
10. Capitalize brand names.	5	5	5
EDITORIAL SKILLS: USAGE			
The student will			
1. Use verbs in correct agreement with compound subjects;	5	6	
2. Make subjects and predicates agree in sentences with conjunction pairs (Neither John nor Dave is finished. Neither John nor his friends are finished);	5	6	
3. Make a singular subject and its predicate agree when separated by a prepositional phrase (One of the boys is Huckleberry Finn);	5	6	
4. Make pronouns agree with their antecedents;	5	6	
5. Use comparative and superlative forms of irregular adjectives (good-better-best, bad-worse-worst);	5	5	5

	Introduced	Reinforced	Mastered
6. Use more and most to form comparative and superlative degrees of adjectives;	5	5	5
7. Eliminate double negatives;	5	5	5
8. Write without a redundant subject (my father he);	5	5	5
9. Form self pronouns correctly (himself, themselves);	5	5	5
10. Distinguish between good-well, were-where, fewer-less, farther-further, between-among;	5	5	5
11. Use who as the subject form and whom as the object form;	5	6	
12. Use correct irregular verb forms (freeze-froze-have frozen, lead-led-have led, lend-lent-have lent, lose-lost-have lost, rise-rose-have risen, shake-shook-have shaken, speak-spoke-have spoken, steal-stole-have stolen, beat-beat-have beaten, blow-blew-have blown, burst-burst-have burst, choose-chose-have chosen, tear-tore-have torn, wear-wore-have worn).	5	5	5
SUPPORTING GRAMMAR SKILLS			
The student will			
1. Use forms of be appropriately;	5	5	5
2. Use personal pronouns correctly as subjects and objects;	5	5	5
3. Identify conjunction pairs (either-or, both-and);	5	6	
4. Recognize complements/direct objects;	5		6
5. Recognize predicate nominatives and predicate adjectives following forms of be;	5	6	
6. Distinguish a phrase from a clause;	5	6	
7. Identify main clauses;	5	6	
8. Identify relative and adverbial subordinate clauses;	5	6	
9. Identify transitive and intransitive verbs;	5	6	
10. Identify inverted order of subjects and predicates (There are three horses. Are Bob and Jim coming?).	5	6	

HANDWRITING SKILLS

The student will

	Introduced	Reinforced	Mastered
1. Check standardized formation of numbers and lower and upper case letters,	5	5	5
2. Check slant and height for uniformity,	5	5	5
3. Examine own writing for the handwriting habit of constantly making certain letters as capitals.	5	5	5

GRADE 6 OBJECTIVES

	Introduced	Reinforced	Mastered
PREWRITING SKILLS			
The student will			
1. Gather information for composing from written sources,	6		
2. Construct a detailed outline.	6		
COMPOSING SKILLS: WORD CHOICE			
The student will			
1. Extend metaphors through matching words (Train of thought-roared-rambled-ran off the track),	6		
2. Define abstract words.	6		
COMPOSING SKILLS: SENTENCE STRUCTURE			
The student will			
1. Write a list sentence with internal numbers (I have three favorite football teams: (1) the Pittsburgh Steelers, (2) the Dallas Cowboys, and (3) the St. Louis Cardinals);	6		
2. Write a sentence with parallel structures in a list (The hamburger has grown up to a doubleburger, to a super steakburger, to a giant Big Mac);		6	
3. Produce a compound sentence (Piglets grow up to be porkers, and they then become pork chops);		6	
4. Write a sentence with a subordinate addition (Rhea is a moon that rings the planet Saturn).		6	
COMPOUNDING SKILLS: SUGGESTED WRITING TASKS			
The student will			
1. Develop types of paragraphs (descriptive, persuasive, and expository);		6	
2. Write pro and con paragraphs on issues;	6		
3. Compose from given information;	6		
4. Write parodies;	6		

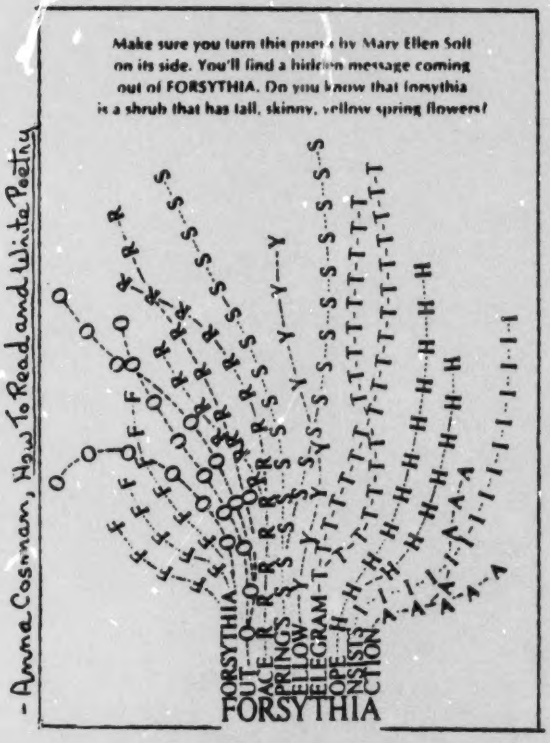
	Introduced	Reinforced	Mastered
5. Write stories (tall tales or mysteries);		6	
6. Identify and use propaganda techniques (oral commercials or print advertisements);		6	
7. Identify a stanza as a poem paragraph;	6		
8. Develop criteria for poetry;		6	
9. Write poetry (concrete, narrative, epitaph);	6		
10. Write newspaper stories, editorials, or obituaries;	6		
11. Write a research report incorporating simple note-taking, footnotes, and bibliography.	6		
EDITORIAL SKILLS: MECHANICS			
The student will			
1. Use a comma before a coordinating conjunction to divide a compound sentence;	6	6	6
2. Use no periods in acronyms (TWA, TV, NATO, PTA, laser, radar, GOTO);	6	6	6
3. Use a colon to introduce a list;	6	6	6
4. Place a colon after the speaker's name to introduce dialogue in a play;	6		
5. Use a colon to introduce a formal quote (Simon Bolivar, the Venezuelan leader, states:_____);	6		
6. Use parentheses to enclose internal numbers in a list sentence;	6		
7. Use quotation marks to set off titles of short works within larger works ("Spaghetti" in Where the Sidewalk Ends);	6		
8. Capitalize political parties.	6	6	6

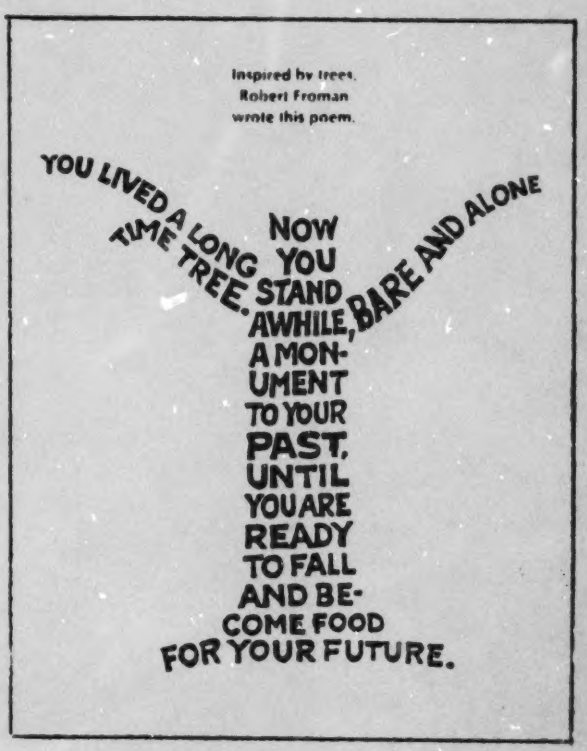
	Introduced	Reinforced	Mastered
EDITORIAL SKILLS: USAGE			
The student will			
1. Keep the same tense throughout a paragraph;	6		
2. Keep first, second, or third person throughout a paragraph;	6		
3. Use the subject form of the personal pronoun in ellipses (My sister is as tall as I);	6		
4. Distinguish between accept-except and affect-effect;	6	6	6
5. Make singular pronouns and antecedents agree (each, either, neither, one, everyone, everybody, no one, nobody, anyone, anybody, someone, somebody);	6		
6. Use correct irregular verb forms (creep-crept-have crept, dive-dived or dove-have dived, fling-flung-have flung, lay-laid-have laid, lie-lay-have lain, set-set-have set, sit-sat-have sat, shine-shone-have shone, string-strung-have strung, swear-swore-have sworn, bear-bore-have born).	6	6	6
SUPPORTING GRAMMAR SKILLS			
The student will			
1. Recognize that a phrase can function as one part of speech;	6		
2. Recognize prepositional phrases function as adjectives or adverbs;	6		
3. Recognize that words change parts of speech depending on their use (This is a dog. This dog is Scottie);	6		
4. Identify misplaced modifiers;	6		
5. Distinguish among simple, compound, and complex sentences.	6		
HANDWRITING SKILLS			
The student will			
Use legibility and neatness in all final written assignments, taking into consideration his or her own individual style.	6	6	6

LANGUAGE-EXPERIENCE ACTIVITIES FOR WRITING

In a language-experience approach teachers extend invitations to children to use their language in practical and expressive ways. Some of the following activities are new methods for engaging students in language acquisition. Others are tried and true techniques that invite children to learn.

CONCRETE POETRY. The writer becomes a sculptor with words. Students can use word as graphics to create meaning by using colors, by changing the size and shape of letters, and by placing words strategically on the page:


Make sure you turn this poem by Mary Ellen Solt on its side. You'll find a hidden message coming out of FORSYTHIA. Do you know that forsythia is a shrub that has tall, skinny, yellow spring flowers?
FORSYTHIA
- Anne Cosman, How To Read and Write Poetry


Inspired by trees, Robert Froman wrote this poem.
YOU LIVED A LONG TIME TREE.
NOW YOU STAND AWHILE, BARE AND ALONE
A MONUMENT TO YOUR PAST, UNTIL YOU ARE READY TO FALL AND BECOME FOOD FOR YOUR FUTURE.

IT'S A BIRD. IT'S A PLANE. IT'S PARALLELISM. Students can develop a sense of sentence style by creating parallel word structures. Parallelism can also be used to teach grammatical blocks of words such as prepositional phrases. Sentences with lists work especially well for parallel wording. Also, it is best to use a pattern three times for dramatic effect: "A snake is totally tail. A giraffe is noticeably neck. A toucan is basically beak."

--Judi Barrett, A Snake Is Totally Tail

LETTER WRITING ACTIVITIES. Letters play an important part in everyone's life. The opportunities to use this form in the classroom are limitless:

Create an old fashioned post office with pigeon holes for children's correspondence.

Design personal stationery.

Write class and individual letters to thank room mothers, speakers, cooks, and others.

Write get-well letters to classmates.

Write letters to order free products and to send for materials.

Write invitations to classroom events.

Write letters to authors and celebrities.

Write letters to friends and relatives, to the principal and other school personnel.

Write letters in code.

Write directions in letters.

Send Valentine poems.

Write "Dear Abby" problem letters and answers.

Request materials from Chambers of Commerce, NASA, governors, and others to tie in with social studies or science.

Write letters to restaurants critiquing food and service.

Write letters to textbook publishers to point out mistakes or ask questions.

Write "box top" letters.

Write letters to the editor.

Exchange "Dear Santa" letters between primary children and high school students through interschool mail.

RESEARCH AND REPORTING. Teachers can take language arts skills across the curriculum by incorporating them into subject area lessons:

Have each student interview a partner whom he or she introduces to the class at the opening of the school year.

Assign first person reports in which students role play a president.

Do a Leaves Unit. Visit the Outdoor Lab. Have students label the leaves brought back. Laminate and post the leaves in the classroom.

Do reports on animals or states or famous people with the class. Beatrix Potter figures are available through the Central Library.

Have students look up science phenomenona such as bee swarms or floods. Write a class book with each student responsible for a page and picture of a planet, galaxy, or star.

Have students make Missouri booklets or a Missouri travel folder. Students can also act as tour guides.

Invite a speaker from the Museum of Science and Natural History to speak on birds or Indians. Have students summarize the talk in writing.

Have students research and create Indian sign language by writing on brown paper bags as skin.

Create a trivia question for the day that students can research. Post the question on the school bulletin board.

Plan research on Johnny Appleseed. Take the students on an apple picking field trip. Then make applesauce or candied apples. Have students write a step-by-step recipe. Read "The House with a Star Inside," an apple-riddle story, to primary children.

Have students construct problem-solving situations for math.

Do a Butterfly Unit. Have children act out or write out the stages of growth of a butterfly. Real caterpillars, food, and butterfly cages are available to first grade teachers through the Central Library.

NURSERY RHYME OBITUARIES. The following serves as a model:

> Lantern, Jack O.: Beloved son of Mr. and Mrs. Peter P. Pumkin Eater. Born October 31, 1983. Died November 1, 1983. Enjoyed posthumously as pumkin pie.

I'M THE ONLY APPLE. One of the most important writing skills, use of specific wording can be taught through ten-minute word dashes calling for descriptive detail. Give each child an apple to describe in writing. Students then put the apples back in a pile. They exchange papers whith a peer partner who must pick out the apple that matches the writing. Of course, on this assignment everyone gets an A--for APPLE. The exercise can be repeated with shells, rocks, acorns, leaves, feathers, and other sundry objects.

HAPPY HOLIDAY ACTIVITIES. Teachers can use the parade of holidays to readily capture students' interest:

Write paragraphs based on Margret Brown's The Important Book: "The important thing about Halloween or Thanksgiving or Christmas is. . ."

Design greeting cards with special messages.

Model Mother's Day books after Charlotte Zolotow's If It Weren't for You.

Send students' holiday writing to the neighborhood newspaper.

Write letters to the Pilgrims arguing the case of the turkey.

Write a How To Cook a Turkey recipe.

Research Christmas Around the World or Christmas customs.

Apply for the job of a ghost to haunt a house or an elf to work at the North Pole.

Write from the point of view of an inanimate object, a Christmas tree or a tennis shoe or a pet.

Write from the point of view of a holiday figure, Columbus or a Pilgrim or an Indian.

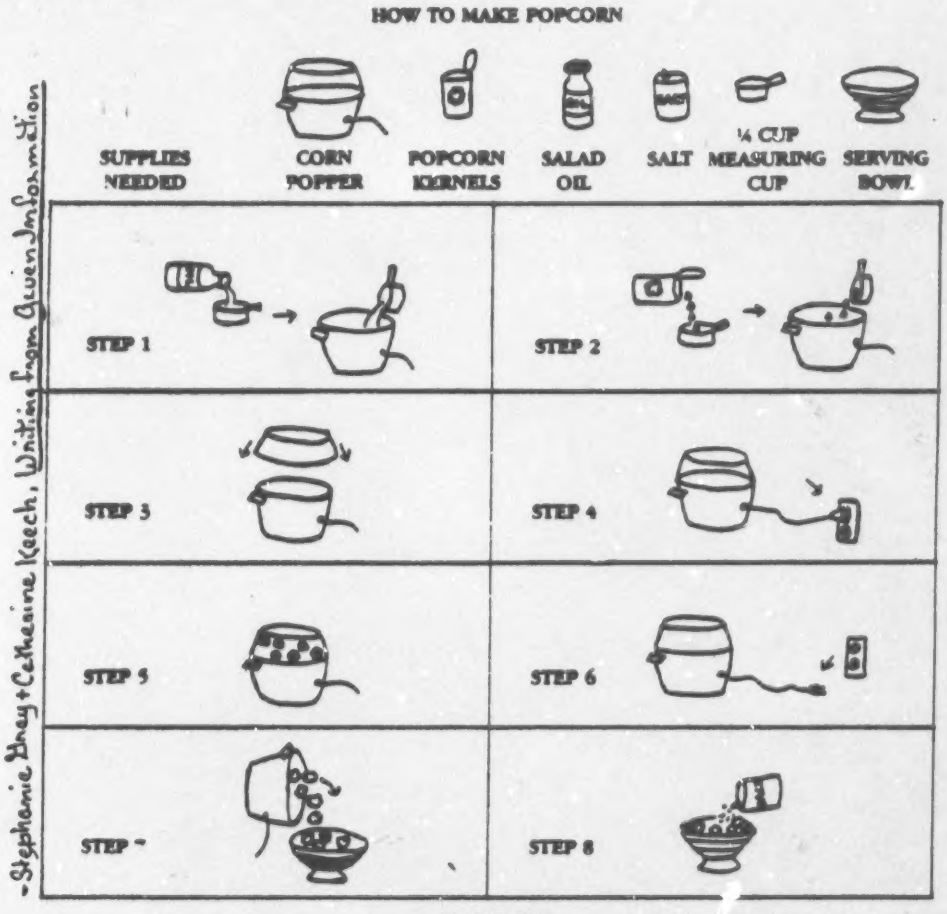
Describe ornaments and pick them out from the writing.

Dye Easter eggs for charities and write about the project.

Write holiday songs and parodies.

Keep a folder of holiday activities, crossword puzzles, seek-and-finds, acrostics.

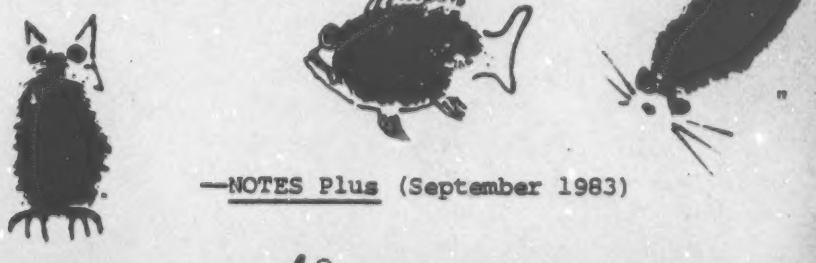
WRITING FROM GIVEN INFORMATION. Provide students with concrete data, a map or chart or list of facts. Design a cask which requires them to translate the information into clear writing:



ASSIGNMENT

Write a clear explanation of how to make popcorn based on the information given in the illustration above.

THUMBPRINT ART. "Fingerprints are a unique human signature and the starting point of an unusual writing assessment early in the semester. Ask each student to draw an animal or imaginary creature that incorporates his or her thumb- or fingerprint. (You'll need an ink pad for the fingerprinting.) Anything from bunnies to bumblebees, possums to extraterrestrials, can qualify:



—NOTES Plus (September 1983)

BUILDING SENTENCE COMBINING EXERCISES. Sentence-combining exercises are more useful than traditional language skills exercises because they require students to actively process language. The following are some suggestions for building and using sc exercises in the classroom:

Call a sentence-combining problem a puzzle. The task is to puzzle the pieces together.

Use children's names or hobbies or pets in sc exercises.

Make the diction of the sentences concrete, punny, or alliterative.

Have small children cross out everything but new information in sentences to be embedded into the base sentence.

Group a number of sc sentences around a specific skill, for example, making a list, adding apposition, or building who or whom structures.

Model generated sentences on the board. (Choose four or five children who handled such things as commas or capitals differently to write their sentences on the board.)

Turn the class into editors who have only room to publish one sentence from those on the board. Have the class vote.

Have the class of editors discuss differences they see in the sentences. In this way sc models can be used to train children in peer response.

Read the combined sentences aloud to run the sentence rhythms through the students' minds.

SC Examples: 1. Jeremie likes to read.
He reads comics.
He reads books.
He even reads cereal boxes.

1. Spiderman Mark had a tarantula.
2. The tarantula was named Delores.
3. The tarantula was taken to the zoo. (that)
4. The tarantula crawled out of its cage. (because)

1. The teddy bear really smiled.
2. It was sitting on the bed.
3. It smiled at a little girl.
4. The girl was named Lynette.

DIAMOND POEM. A diamond poem is a special shape in five lines. Its formula is (1) one word (noun) that states the subject, (2) two words (adjectives) that describe the subject, (3) three words (verbs) that express action, (4) four words (adjectives or adverbs) that express feeling, and (5) one word (noun) that is a synonym for the subject:

Ghosts
White, invisible
Floating, talking, haunting
Happy, scary, mischievous, sad
Poltergeists

Cats
Hissing, purring, noisy
Funny, silly, happy, sad
Kittens

COGNITIVE MAPPING. A map is a graphic outline. Used as a prewriting activity, it helps students to organize their ideas and to subordinate details. Used as a study aid, it serves as a mnemonic device or intellectual blueprint for recall of material. As an alternative to a formal outline, a map has a number of advantages: (1) it is easily learned, (2) it is personalized and ideosyncratic, (3) it graphically illustrates relationships, and (4) it presents a structural whole:

- NOTES Plus (September 1983)

- M. Buckley + O. Boyle, Mapping the Writing Journey

ART START. This bimonthly art and literature news magazine is for elementary children. It features the use of color and lines, expressive intent, visual subject matter, onomatopoeia, point of view, a calendar of local art activities, word puzzles, and frequent writing and drawing contensts.

CLASSROOM PUBLISHING COMPANIES. Producing a book is one of the best language-experience activites for helping children to see themselves as writers. Teachers can set up a classroom publishing company. They can use the rich collection of children's classics as models. The patterns in these easy reader books provide rhythms and structures into which children can fit their own experiences and ideas.

Children can match the shapes of their books to their subjects. Some books might be co-authored. Other books might be class projects, each child producing a part. Young children can dictate their stories. Parents or teach aids can often help with laminating, typing, and binding.

Some books might include a Table of Contents. Other books might have an About the Author page, a biographical sketch of the writer. Also, a Readers' Comments, a page for parents and other readers at the end of a book, encourages young authors to write again.

LOCAL NEWSPAPER PUBLICATION OF STUDENTS' WORK. Just prior to the Christmas holidays, the suburban newspapers publish student poems, essays, and short stories pertaining to holiday themes. Information concerning this is sent by the newspapers to local principals around Thanksgiving. The materials chosen by the papers are published a week or two prior to and sometimes the week after Christmas.

EVENTS FOR ENRICHMENT. District, community, and national events provide experiences to enrich the language arts program:

ELEMENTARY ACADEMIC OLYMPIC DAY. Each spring the Mehlville School District holds a series of academic competitions to honor its young champions. The language arts events of the day include poetry recitation by fourth graders, oral storytelling by fifth graders, and oratorical speeches by sixth graders. All participants, chosen at the building level for events, receive Academic Olympic Day certificates of recognition. Gold, silver, and bronze medals are awarded to top winners.

ST. LOUIS STORYTELLING FESTIVAL UNDER THE ARCH. Each May storytellers from around the United States gather on the St. Louis Riverfront to swap tales and display their talents. These tellers of tales use audience participation as they explore native American folklore and humor. The Festival is open to classes for field trips on week days and continues throughout the weekend.

NATIONAL LETTER WRITING WEEK. Sponsored by the United States Postal Service, this special event occurs each year. Students have opportunities to participate in creative letter writing projects--designing stamps, balloon letter launches, and more.

YOUNG AUTHORS' CONFERENCE. *"E.T. sent you this invitation written in the stars. . ."* Each spring the Mehlville School District hosts a Young Authors' Conference (YAC), a Language Arts event to honor its young writers.

The YAC Planning Committee chooses the year's theme--a Circus or Outer Space, Storybook Land or a Writing Roundup. Children are colorcoded with blue, red, or gold stars. Then the groups are rotated for three events: a special show in the gym, fun meals in the cafeteria, and poetry or storytelling in the courtyard.

People throughout the district help with the festivities. Children and teachers from different buildings send the decorations. Moms serve the meals prepared by a local restaurant. The district's Academic Olympic Day winners, children who are medalists at an earlier event, are oral storytellers and poetry performers. One year high school students may give puppet plays. Another year a magician may suddenly appear from among the high school students to offer his talents.

Children must bring a self-authored book to the conference which they share with others in small group sessions. Each child receives a certificate from the group leader as well as handouts of games such as trivia book questions. (What does Paddington Bear like to eat? What is the name of a curious monkey?)

The event is an end-of-the-year celebration of the creativity of children.

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Available through the Audiovisual Education Department of Cooperating School Districts, the following films are favorites for reinforcing Language Arts skills:

SENSORY EXPERIENCES

Orange and Blue
Junkyard
Leaf
Rabbits
Pigs
Chickens

SILENT FILMS

The Perils of Priscilla
As Long as the Grass Is Green
The Red Balloon
The Blue Dashiki
The String Bean
Golden Fish
Treehouse
The Hunter and the Forest

STORY STRUCTURES

Anansi the Spider
Ben and Me
Rufus M., Try Again
Caterpillar
The Fence
The Pokey Little Puppy
Chicken Little
The Princess and the Pea
Hare and the Tortoise
The Fox and the Rooster
Peter and the Wolf
The Monkey Who Would Be King
The Cow-Tail Switch: A Folktale of Africa
The Rug Maker: A Folktale of Africa
Heidi
The Missing Egg
Paddle to the Sea
The Snowy Day
The Legend of Paul Bunyan
The Lorax
The Stone Cutter
Taleb and His Lamb
The Tawny Scrawny Lion
The Ugly Dickling
The Rolling Rice Ball
Warty, the Toad
Leo Beuerman
Johnny Appleseed
Tales of Mike Fink (video series)
Tukiki and His Search for a Merry Christmas
Freckle Junice/Uncle Fonzo's Ford (video series)

BEST COPY AVAILABLE

BASIC SKILLS

A Noun Is a Person, Place or Thing
Conjunction Junction
Interjections
Unpack Your Adjectives
Lolly, Lolly, Lolly--Get Your Adverbs Here
The Letter People: Meet Miss A Etc. (video series)
Monkey See, Monkey Do: Verbs
Verbs: That's Where the Action Is
Frogs Are Funny, Frogs Are Fat: Adjectives
Fun with Words: The Word Hunt
On Your Marks: Punctuation
The Write Channel (sentence-combining video series)
Spelling Is Easy
Truth and the Dragon: Propaganda Techniques

POETRY

No Man Is an Island
Adventures of a Baby Fox
Casey at the Bat
Green Eggs and Ham
Haiku
Hailstones and Halibut Bones
Mother Goose Stories
Paul Revere's Ride
Rain
Zoo Animals in Rhyme
Rain, Rain Go Away
Some Life It Cold
Sun

RESOURCES

Allen, Roach Van and Claryce Allen. Language Experience Activities. New York: Houghton Mifflin Company, 1976.
(This book gives an array of language experience activities for the elementary classroom.)

Ashton-Warner, Sylvia. Teacher. New York: Simon & Schuster, 1963.
(A pioneer in language experience, this famous New Zealand teacher narrates her organic writing approach for very young children.)

Biddle, Arthur, ed. The Sentence. NCTE, 1979.
(This publication features short articles: "Sentence Building for All Grades," "Adventures of a Supersentence," and more.)

Buckley, Marilyn H. and Owen Boyle. Mapping the Writing Journey. Berkeley, California: Bay Area Writing Project, 1982.
(This booklet gives samples of ways students can use the technique of mapping to assist them in recalling, organizing, and structuring ideas before and during writing.)

Flinn, Jane, ed. Reflections on Writing: Programs and Strategies for Classrooms K-12. NCTE, 1981.
(Articles in this collection were written by St. Louis teachers in the Gateway Writing Project.)

_____. Routes to Writing K-6. St. Louis, Missouri: Gateway Writing Project, 1980.
(This collection contains articles on teaching writing by elementary teachers in the St. Louis area.)

Folta, Bernarr. Three Strategies for Revising Sentences. NCTE, 1969.
(This booklet describes ways to teach composition revisions as a creative process to 4th through 6th graders.)

Gerbrandt, Gary L. An Idea Book: For Acting Out and Writing Language K-8. NCTE, 1974.
(The author suggests ways to use small groups for acting out and writing out language.)

Glaus, Marlene. From Thought to Words. NCTE, 1965.
(The book contains a variety of enrichment activities for self-expression, word fun, and literature.)

Gray, Stephanie and Catharine Keech. Writing from Given Information. Berkeley, California: Bay Area Writing Project, 1980.
(The booklet shows how to construct charts of given information to introduce students to expository writing.)

Hailey, Jack. Teaching Writing K-8. Berkeley, California: Instructional Laboratory of the University of California, 1978.
(The book summarizes scores of presentations made by elementary teachers in the Bay Area Writing Project.)

Hillocks, George. Observing and Writing. NCTE, 1975.
(The author states a major writing skill is to teach children to use specific details. Activities are provided for this skill.)

Ideas for Teachers from Teachers: Elementary Language Arts. NCTE, 1983.
(This collection offers one hundred ideas from the popular Idea Exchange at recent NCTE conventions.)

Klaus, Carl et al. Composing Childhood Experience. St. Louis: CEMREL, Inc., 1979.
(This book explains the application of the Primary Trait System to classroom instruction. It provides theory, writing exercises, and scoring guides.)

Koch, Kenneth. Wishes, Lies, and Dreams. New York: Chelsea House Publishers, 1970.
(This book is the classic of methodology for teaching children to write poetry.)

Madsen, Sheila and Bette Gould. The Teacher's Book of Lists. Santa Monica, California: Goodyear Publishing Co., 1979.
(This book is a collection of hundreds of lists: tongue twisters, spelling demons, secret languages, and more.)

Missouri Department of Education. A Writing Guide for Missouri Schools K-12. Jefferson City, Missouri: DESE, 1979.
(The guide sets forth goals for writing programs in Missouri schools, objectives for students, and activities for teaching and evaluating composition.)

Ohio Department of Education. Elementary Language Arts: Strategies for Teaching and Learning. NCTE, 1982.
(Produced as an inservice tool, this book provides a framework for designing language experiences for the classroom.)

P.S. Write soon! NCTE, 1982.
(The booklet, produced by the United States Postal Service and NCTE, gathers a wealth of letter writing information and activities under one cover for teachers.)

Sealey, Leonard et al. Children's Writing: An Approach for the Primary Grades. IRA, 1979.
(The book explains how to begin teaching writing to young children.)

Stauffer, Russell G. The Language Experience Approach to the Teaching of Reading. New York: Harper & Row, 1980.
(This book provides a theoretical basis for a language experience approach, the history of its early application to reading instruction, and its use for teaching writing and other language arts skills.)

Stevens, Jared and Judy Michaels. How to Write for Everyday Living. Freeport, New York: Educational Activities, Inc., 1981.
(This workbook provides practical, reproducible pages of order forms, job applications, surveys, and more.)

Teachers & Writers Collaborative. The Whole Word Catalogue. NCTE, 1972.
(This collection provides fables, spoofs, parodies, and other language games for the open classroom.)

Tiedt, Iris M. Individualized Writing in the Elementary Classroom. NCTE, 1975.
(The author gives detailed plans for setting up the classroom as a writing center and provides activities for individual learning stations.)

Welch, I. David and Susan E. Elliott. A Year of Writing Activities. New York: Scholastic Book Services, 1979.
(The book provides activities for all types of writing from description to journalism, from short stories to just "short stuff.")

Wuertenberg, Jacque. Helping Children Become Writers. Tulsa, Oklahoma: Educational Progress Corporation, 1980.
(A resource for bookmaking in the classroom, this book provides a bibliography of children's classic stories that can be used as models upon which children can pattern their own writing.)

_____. The Young Authors' Program. New York: Random House, 1981.
(This booklet provides ideas for planning a Young Authors' Conference to end the school year.)